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ABSTRACT

This manual is designed for the administrator or coordinator responsible for implementing the World of Related Knowledge and Educational Development (WORK-ED) program in a school district. (The program is a career education course of study for ninth graders designed to enable students who have not chosen the traditional college prep high school course to make career choices based on occupational information and ability to select goals.) The manual details all steps necessary to implement the program and provides the measuring devices for evaluating the program's success. Information and strategies necessary to achieve the program goals are discussed and include the following: rationale, objectives, needs assessment, resource specifications and start-up costs, staff involvement, training, surveys of students, teachers/counselors, community, and evaluation. Appendixes contain samples of all written materials necessary to implement the WORK-ED program. (TA)

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Hackettstown High School
Warren Street
Hackettstown, NJ 07840

WORK-ED

(WORLD OF RELATED KNOWLEDGE AND EDUCATIONAL DEVELOPMENT)

Manual for Administrators

Developed and Prepared by

Virginia A. Fraleigh
Director

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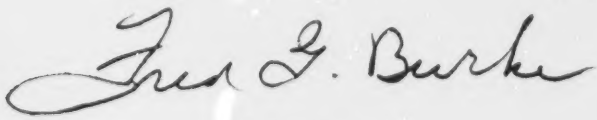
COMMISSIONER'S ENDORSEMENT

By providing ninth grade students with basic skills in communication and with exposure to many career clusters, Project WORK-ED has made a significant contribution to the education of high school students as they make critical choices for their future careers. On behalf of the Department of Education, State of New Jersey, I therefore commend it to educators, parents and students throughout the nation.



Fred G. Burke
Commissioner of Education
State of New Jersey

The WORK-ED program was developed through the cooperative efforts of the project staff, and the staff of the Office of Program Development, Division of Research, Planning, and Evaluation/Field Services, the Department of Education, State of New Jersey, with funding from Elementary and Secondary Education Act, Title III, between 1974 and 1976.

In September 1975, the WORK-ED program was validated as successful, cost-effective, and exportable by the standards and guidelines of the United States Office of Education. As a result the program is now funded through ESEA, Title III-IVC as a demonstration site to provide dissemination materials and services to interested educators.

ACKNOWLEDGEMENT

Project WORK-ED would like to extend special thanks to Dr. Lillian White-Stevens of the Office of Program Development, New Jersey Department of Education, for her guidance and her fine professional editing of this WORK-ED manual for administrators.

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The following soliloquy, by an unknown author,
articulates the rationale for this program in particular and for career education in general.

THE POOR SCHOLAR'S SOLILOQUY

No, I'm not very good in school. This is my second year in seventh grade, and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the classroom, because outside I can tell them how to do alot of things. They tag me around and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless you can name the book it comes out of. I have a lot of books in my room at home—books like Popular Science, Mechanical Encyclopedia, and the Sears and Wards catalogues—but I don't very often sit down and read them through like they make us do in school. I use my books when I want to find something out like whenever Mom buys something second hand I look it up in Sears' and Ward's first and tell her if she's getting stung or not. I can use the index in a hurry.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course, I knew some of them like Washington, and Jefferson, and Lincoln, but there must have been thirty altogether, and I never did get them straight.

I'm not too sorry though, because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking seventh grade over, but our teacher this year isn't so interested in the names of Presidents. She has us trying to learn the names of all the great American Inventors.

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make a long way off. It's funny how the Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she didn't see what a Diesel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tear a big Diesel truck down. Boy, does he know his stuff!

I'm not good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about 200 miles, and we brought almost 10 ton of stock to the Chicago market.

He had told me where we were going, and I had to figure out the highways to take and also the mileage. We didn't do anything but drive and turn where I told him to turn south or southwest or some other direction. We made seven stops and drove over 500 miles round trip. I'm figuring now what his oil cost, and also the wear and tear of the truck, (he calls it depreciation), so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in 17 letters last time, my aunt said, . . . all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on "What a Daffodil Thinks of Spring," and I just couldn't get going.

I don't do very well in school arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this:

> "If a 57 foot telephone pole falls across a cement highway so that 17-3/5 feet extend from one side and 14-9/17 feet from the other, how wide is the highway?"

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop I don't get very good grades. All of us kids made a broom holder and a book end this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner, and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer, but the shop teacher said that meant using metal and wood both, and I'd have to work with wood first. I didn't see why but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him ten dollars.

Civics is hard for me, too! I've been staying after school trying to learn the "Articles of Confederation" for almost a week, because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the South end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist Home. I made a jungle gym from old pipe, and the guys made me Grand Mogul to keep the playground going.

Dad says I can quit school when I'm sixteen, and I'm sort of anxious to, because there are alot of things I want to learn to do, and as my uncle says, I'm not getting any younger.

(Author Unknown)

"American schools are producing too many youngsters who qualify neither for a job nor for college. Many high school graduates go on to college only because they haven't the vaguest idea of what else to do."

Dr. Sidney Marland
(Former Commissioner of Education)

"Youths throughout the country must be given the opportunity to learn about the jobs available in our society and must be given professional help in choosing their occupations and in finding the best training available. Otherwise, I believe that we will continue to have an enormous waste of human talent which we can ill afford. . . . If the concept of career education has any validity—and I believe it does, it ought to be adopted as part of the regular curriculum by school districts."

Carl Perkins
Congress of the U. S.

DEDICATION

This manual is dedicated to those individuals caught between the simplicity of childhood and the complexity of the adult world; that their transition from the yellow brick road to the labyrinth of the world of work may be accomplished smoothly.

V. Fraleigh
Director

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FOREWORD

Career Education is a form of education proposed by the United States Office of Education. It involves a redirection of educational experiences—curriculum, instruction, and counseling—for the purpose of preparation for economic independence, personal fulfillment, and an appreciation of the dignity of work.

Within the last 10 years the town of Hackettstown has gone through a transition from a rural community to that of a suburban community. The population has grown by 25% ; industrial and business activity has increased dramatically; new major highways have facilitated travel to urban areas as well as major resort areas. Because of these factors, local students could no longer be complacent about their future career on local farms, where sophisticated techniques and devices were replacing the hired hand, or at a local factory where skilled individuals were replacing the unskilled. Future career choices were becoming more complex, more numerous and more competitive. Prospects for remaining in the geographic area and finding gainful and satisfying employment depended upon the student's meeting the requirements for these skilled and diversified positions. Before he could choose or prepare for any of these future careers he must first be made aware of the available choices. The curriculum had to be expanded to include information of existing careers and the necessary education and training required to enter these careers.

Accordingly, the ninth grade curriculum was expanded and Project WORK-ED was included as a Career Education course of study. It was designed: to make students aware of the many careers available; to enable them to evaluate their own interests and abilities with respect to future goals; and to qualify them to make appropriate choices among high school courses in preparation for their Careers.

Introduced into the curriculum of Hackettstown High School in September of 1974 as Communications and Careers, with funds provided by the Elementary and Secondary Education Act, Title III-IV-C, the program was developed with a pilot group of 100 students, most of whom had experienced academic, behavioral and attendance problems in elementary school. The rationale for the target population was that success with this group would insure success with all ninth graders. One year later, in September 1975, project WORK-ED was validated as innovative, successful, cost effective and exportable according to the standard and guidelines of the U.S. Office of Education.

The ninth grade program is an outgrowth of an on-going program for eleventh and twelfth grade students started in 1972 with 300 students. Here, the classroom is extended into the world of work: the students select career areas of interest, observe, and participate in their chosen field, and work with a cooperating professional in the community, who together with the student, evaluates the student's performance. Thus, the student secures a hands-on experience in a potential career field before embarking upon post high school studies or chosen occupations.

Although this program was successful and student experiences in it were positive, the educators and professionals closely involved with the 300 students in the two-year pilot group at Hackettstown High School realized that something else was needed: additional preparation for Careers. The ninth grade program arose from the recognition of this need for earlier preparation. The students who have experienced the 9th grade program will be better equipped than their predecessors to make choices if they select to take part in the upper class program. The ninth grade program satisfies the need for a broader knowledge of existing Careers and earlier decision making.

In its brief period of attempting to help students answer their questions of "Who am I?", and "Where am I going?", the 9th grade program has effected positive reactions from the school administration, teachers, parents, and most importantly, the students themselves. Evaluation of the program indicates that students find high school more relevant as indicated by: less disruptive behavior; decreased drop-out rate; decrease in vandalism; decreased truancy; and decreased absenteeism. In a written survey of all the students in the program, 97% indicated that they felt that the course was helpful and relevant to them; 94% stated that they would recommend it to a friend; 98% stated that their knowledge of careers had increased and 71% indicated that they had made tentative career selections as a direct result of the program. The students are now making deliberate choices in their 10th grade courses with a future goal in mind. They are deciding who they are and where they are going.

In addition to this WORK-ED Manual for Administrators, a WORK-ED Manual for teachers is available, which details both the Curriculum and the resources necessary for implementing the program.

INTRODUCTION

The WORK-ED program is a career-education course of study for 9th graders designed to achieve the following goal: "Ninth grade students, who have not chosen the traditional college prep high school course, will make career choices based on occupational information and ability to select goals."

To attain this goal the program is divided into two major components: an area of basic skills in *Communications* and an area of information and experience in *Career Clusters*.

The Communications area emphasizes *skill proficiency* in teaching communications skills necessary to survive and to succeed in the world of work. The students spend one marking period (one quarter of the year) with each of four English teachers to cover all aspects of communications with emphasis upon four: human values, reading, oral skills, and writing skills for practical communications. All four areas are covered in each unit, but each unit emphasizes a particular area.

The 7 objectives of Communication are:

1. To develop in the student an awareness of his values, interests, aptitudes, abilities, and personality, and how they will pertain to his career choice.

2. To impart the essentials of traditional grammar and composition so that the student becomes a writer competent in the use of acceptable language forms.

3. To develop a sense of organization so that the student is able to plan and write paragraphs and reports, resumes, and job descriptions.

4. To impart the skills of research so that the student is able to locate information, paraphrase the material and organize it into an acceptable career paper.

5. To develop an awareness to the fact that reading and research can contribute to career success through investigation of alternatives of career choice, finding out about the obligations of individual and productive involvement in the total work force, determining the requisites of occupations and opportunities to prepare for gainful employment.

6. To develop oral skills so that the student may express himself articulately and enter into interview situations without fear and with a degree of assurance.

7. To develop listening skills through the extensive use of the community and whole school as a learning laboratory and the classroom as a podium for the resource process.

The second component of the course stresses *exposure* to eight separate Career Clusters taught by industrial arts and classroom teachers whose purpose is to make students aware of the varied careers available to them in each area. The more exposure the student experiences, the wider his career choices will be. In small groups to encourage individualization, the 9th graders are cycled through eight Career Clusters for 22 school days each: Agriculture or Environmental Science, Business, Career Guidance, Carpentry, Drafting, Graphic Arts, Health Careers and Home Economics.

In Career Guidance, the students are made aware of their own interests, abilities and future goals, through testing group and individual counseling, and career research. In the other Career Clusters where exposure rather than proficiency in any one career area is stressed, activities cover a wide

range: the students learn of the many careers in each Cluster, receive hands-on experience, go on field trips to various community industrial sites, visit area technical schools available for them to attend part-time or full-time during their high school and post high school year, view career films, and interact with community guest speakers from all Career Clusters. The goal is to make the student aware of the many careers available to him in the particular Career Cluster. The hands-on approach provides the student with actual experience in this area thus enabling him to decide more knowledgeably whether or not to pursue a given career.

The 8 objectives of Careers are:

1. The student will be able to identify correctly proper job attitudes in each occupational cluster.

2. The student will be able to select correct answers pertaining to educational requirements for various occupations.

3. The student will be able to recognize his own capabilities, interests, and aptitudes in a wide variety of occupational situations.

4. The student will be able to understand the basic process of production, processing and distribution in the American work economy.

5. The student will have a knowledge of the personal responsibility involved in making career decisions.

6. The student will be able to fill out a job application correctly and participate in a job interview.

7. The student will understand the importance of appearance, attendance, and safety in the world of work.

8. The student will be able to develop a list of community resources necessary to secure employment (newspaper, N.J. Employment Offices, Personnel Offices, etc.).

Each unit of study is presented in the teachers manual and conforms to the goals of the program. Each unit is a complete course of study and includes: individual objectives, the activities designed to accomplish them with the necessary time lines, and an evaluation design consisting of a pre/post test. The administrator responsible for the program and the coordinator of the program should familiarize themselves with both the format and the content of the "WORK-ED Curriculum Manual for Teachers."

Since both are ultimately responsible for the program's success, they can be guided by this Administrators manual. It details for them all information and strategies necessary to implement WORK-ED in a school district, from preliminary requirements to final evaluation; in short, it outlines those steps necessary to insure a smooth-running and successful program.

Both manuals are the result of two years of project development and provide a comprehensive blueprint for implementation. It is hoped they will facilitate success and avoid the errors which occurred in the developmental stages of WORK-ED. The curriculum manual is the *product*, and this administrator's manual is the *process* by which successful implementation will take place.

Chapter I

PROJECT WORK-ED: OVERVIEW

Educational Significance

All ninth graders need to receive extensive exposure to occupations and to make tentative career plans before they progress further in their high school careers. WORK-ED resulted from the recognized need in Hackettstown, N.J., as has been discussed briefly in the foreword of this manual.

What is the purpose of a high school diploma? Many high school graduates enter the work force while others enter a four year college. Over half of those who enroll in a four year program, do not graduate. Many of those who do receive a degree do not find employment in the field for which they were trained. Some of those who wish to enter the work force after high school may not find employment; those who do find a job may not find it satisfying. Needless to say, those who terminate their education before high school graduation are even more apt to fill the ranks of the unemployed.

According to 1976 statistics from the U.S. Department of Labor, 83% of the jobs that will be available within the next 10 years will not require a four year college education, but will demand some specialized education and training. Some of this education and training can actually be acquired in high school, but all of it must be prepared for, to some extent, during the high school years. Although these careers will mostly require only one or two years of post high school education, yet the criteria for entrance into these institutions will depend upon the student's course selection and achievement during his high school years.

Despite the present widespread unemployment throughout the United States, a high percentage of jobs is unfilled because of the lack of qualified personnel. Many of the unemployed with the natural ability to fill these positions lack the specialized training. This problem has been addressed to some extent by federal programs, such as C.E.T.A. (Comprehensive Educational Training Act), which retrain unemployed individuals for employment in needed fields. Millions of dollars are expended yearly for this type of remediation.

Educators are blamed by the taxpayer for not preparing youth for the real world of work. Although we cannot cure all of the ills of the world, we can take some positive and preventive measures in redirecting educational experiences of our students so that they will be better prepared for the future.

Goals, Objectives and Strategies

The original goal of the WORK-ED program was "Ninth grade students, who have not chosen the traditional college prep high school course, will make career choices based on occupational information and ability to select goals." This goal addressed, but in no way limited the program to, the non-college bound students, because they had the greatest need. Within this group were students who had experienced academic, behavioral and attendance problems in elementary school. Following its success with these students, the program was extended effectively to other ninth graders.

The program is applicable to all geographic areas, rural, suburban and urban, since all students eventually become part of the adult work force.

The major components of the program are designed for *all* Students. Flexibility within the program as a whole and within each course of study renders it adaptable to diverse target populations which vary in ability and geographic location.

The goal of the career clusters is *exposure* to careers. The hands-on aspect in each cluster gives the student actual experience in a particular field, thus enhancing his ability to decide whether he will reject or further explore the area. The program *is not* designed to teach expertise in any one area.

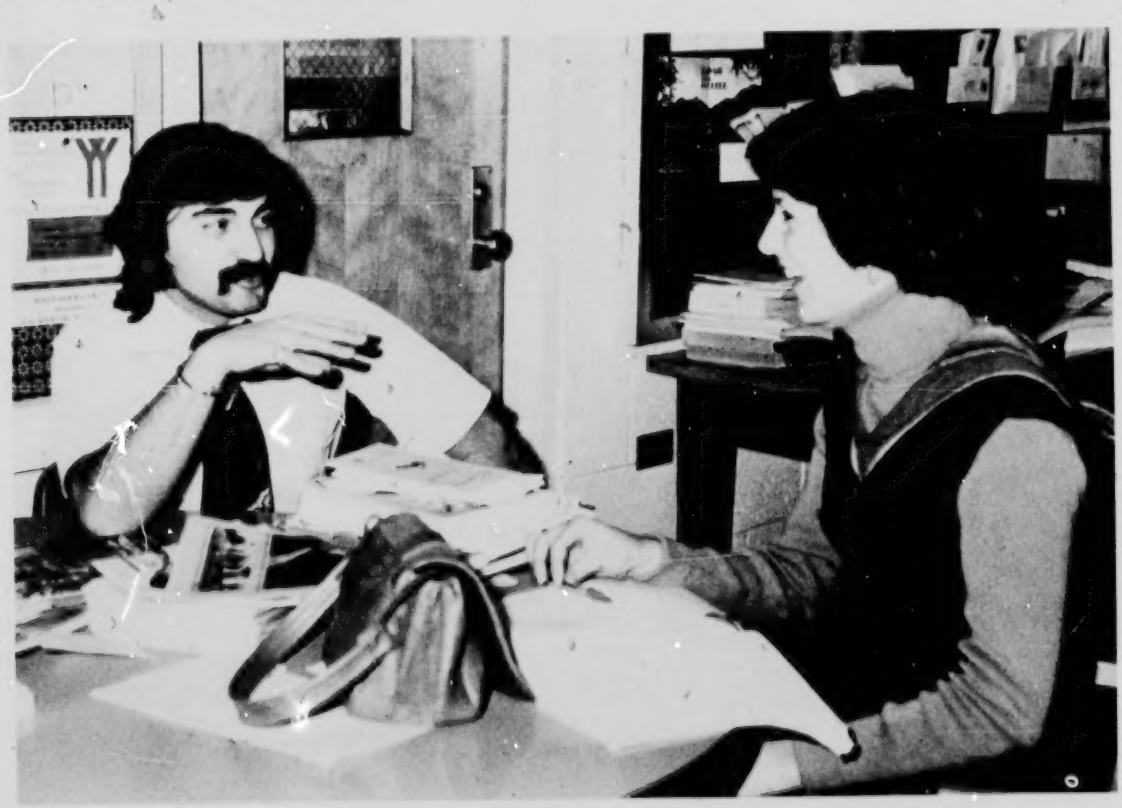
The goal of the communication courses is the acquisition of skill proficiency by all students, according to their capability, thus enabling them to enter and succeed in the world of work. This pragmatic curriculum uses job interview techniques, employment applications, resume writing, want-ads, reading for the purpose of career research and the like, to provide each student with the skills necessary for all employment and career situations.

The values clarification aspect in the communications course is designed to make the student aware of who he is and what his individual goals are, so that he may choose a suitable career to reach his goals.

Career Guidance concentrates more on the student's individual interests and abilities. Through testing, group and individual counseling, the student can evaluate himself, with the assistance of the counselor, in order to choose a realistic career goal. The student may discover through values clarification that one of his major desires is to help others. In Career Guidance, he takes a closer look at this value and narrows his choice to physical, intellectual, or spiritual assistance to others. He further refines his choice to a career level that he wishes to pursue: brain surgeon, nurse, orderly.

The program emphasizes that students make a *tentative* career choice and not *lock* themselves into one career at an early age. It thus encourages students to be flexible, to have an open mind; to realize the wisdom of re-evaluating their choices at age 15 rather than at age 50. They become sufficiently knowledgeable by 10th grade to understand that if their career goals change radically, so must their high school preparation.

An important component of the program is *the positive approach for all staff*, which must be reinforced by the administrator and the coordinator through monitoring and staff meetings. The student with a negative attitude about himself needs encouragement far more than the gifted student whose horizons are broad. The rationale of the program is that each person can be fulfilled and find job satisfaction, but needs a plan based upon knowledge of self and knowledge of societal needs. Each student needs help to achieve this end.



Adoption and Adaptation

WORK-ED may be *adopted* in whole or *adapted* to the needs of the school district.

The following pages indicate the basic criteria for a full adoption of Project WORK-ED.

Components Of A Full Adoption:

A. **WORK-ED Components That Should Be Adopted to Insure Successful Replication**

1. Curriculum

   a. all four communication courses of study must be adopted: Human Values, Reading Skills, Writing Skills, and Oral Skills
   b. five of the following nine career courses of study, including Career Guidance, must be adopted: Agriculture, Business, Carpentry, Drafting, Environmental Science, Graphic Arts, Health Careers, and Home Economics

2. Community Involvement

   a. support of program implementation
   b. community resources for the curriculum
      1. guest speakers
      2. field trips
   c. community survey
   d. formation of a Community Advisory Council which is representative of the community

3. Evaluation

   a. one pre/post test in the communication area
   b. pre/post tests in each of the career areas
   c. pre/post test of all students in at least two areas of the Crites Career Maturity Inventory "Knowledge of Jobs" and "Goal Selection"
   d. surveys
      1. students
      2. teachers
      3. community

4. Administration

   a. record Keeping
      1. evaluation Data
      2. guest Speakers
      3. field Trips
      4. advisory Council—members and meetings
   b. support of Program
      1. adopter Agreement
      2. initial Workshops and Follow-up Consultation
      3. monitoring of Program

c. submission of the following information to the Project Director
   1. adopter Agreement before implementation
   2. pre/post data of Communications and Crites at the end of one full year of implementation
   3. student and teacher surveys at the end of one full year of implementation
   4. evaluation form at the end of one full year of implementation

5. Training

   a. one administrator to attend one six (6) hour workshop
   b. all teachers to attend two six (6) hour workshops
   c. counselor/coordinator to attend two six (6) hour workshops

A school district may choose to adapt the program to its needs, that is, incorporate into its curriculum only part of the WORK-ED program. If a comprehensive career program already exists, a district may wish to incorporate the communications courses of study only; or it can adopt the career clusters by themselves if the skills of communication are already part of their curriculum. Each district should first evaluate its own needs, then contact the WORK-ED staff in Hackettstown to determine the assistance available for implementing the part of the program needed.

Chapter II

PRELIMINARY REQUIREMENTS FOR IMPLEMENTING WORK-ED

Administrative Support

The success of any new program depends upon the support of the district administration, especially the administrator of the school in which the program is to be implemented. This individual must not only be familiar with all aspects of the program but also agree philosophically with the program's goal. Although the *coordinator* becomes the liaison between teachers, students, and administration, the *school administrator* is responsible for representing it before the Board of Education. In addition, the superintendent and other administrators in the district must be aware of the program's goals and the basic strategies to accomplish these goals. The involvement of the superintendent in the adoption and implementation of the program may vary according to the size of the school district, the number of students involved in the program, and other demands upon his time. As the chief executive of a school district, however, it is crucial that he be supportive of the program, even if his involvement is limited.

Board of Education & Community Support

Since the Board of Education must approve all curriculum innovations, their understanding and support of the program would enhance the success of the implementation beyond their mere cursory approval. Community involvement is a major component of WORK-ED and the individuals on the

board can serve as valuable liaisons with the entire community. The film overview of WORK-ED is an excellent tool to convey the goals of the program to this group as well as to other groups. By field trips and guest speakers the program extends the classroom into the community as an arena of learning whether it be a small town or a large city. The valuable human resources within a community expose students to places, experiences and knowledge beyond the capability of one teacher within a classroom. Through local newspapers and newsletters the community must be made aware of what the school plans to achieve by incorporating WORK-ED into its curriculum. Their assistance will be needed and should be solicited! Most communities respond well to this approach; their involvement tends to eliminate the question of what the school is doing with the taxpayer's money.

Staff Selection

The major decision made by the administrator is the choice of the program coordinator. This person should be a guidance person within the district of broad scope with a varied counseling background, familiar with trade schools, apprenticeship programs, two year colleges, and four year colleges, as well as industrial and business demands within the geographic location. The career counselor or coordinator in the school would probably be the candidate, if the school already has one. The program coordinator would also teach the Career Guidance course of study within the program. By both coordinating and teaching in the program, he can relate much better to the needs of the teachers and the students.

Since this counselor serves as the administrator's liaison with the faculty, he must have a record of good staff rapport. He must be given a sufficient amount of time daily to coordinate the program and to teach one class period, a total time of 80 minutes daily. If he is coordinating several schools throughout the district, he will need additional time to schedule field trips, guest speakers, Council meetings, write newsletters, order supplies, and counsel students within the program. A complete job description for the coordinator of the program is included in the appendices (Page 57).

All teachers and counselors should be given an overview of the program at a faculty meeting before implementation takes place. At this time, the administrator should request assistance in setting up the program. The professionals who willingly become involved in a new venture are usually most dedicated to its success. Since every district contains individuals who resist change, it is wiser to choose staff for the program from those who are enthusiastic and willing to try a new program. Selection is made from existing staff with no need for hiring additional personnel.

The head of the English department should assist in choosing teachers for the *communication classes*, and if possible, should teach a Communication class himself. All the communication teachers must recognize the fact that they will still be teaching English, but with a different thrust: the objectives of reading, writing, and oral skills continue to be the achievement of a higher level of literacy, but in a form to which the students can more readily relate.

The choice of teachers for the *career areas* is obviously restricted to their areas of specialization. Here too, if a choice is available, enthusiasm is a major component to look for in the individual. The greatest problems for the career teachers, concern changing their teaching goals to fit the curriculum. In the past, their goal was to enable students to acquire a certain degree of expertise in their particular subject area after at least one year time. In this curriculum the goal is to expose students to a career area and specific careers within that area over a short period of time (22 days) thereby providing them with a broader base on which to make future career choices. The initial workshops and the Teacher's Curriculum Guide provide these professionals with the course content and format for accomplishing the program's goal.

Training Sessions

The 2 day training session for WORK-ED is outlined in the appendices (page 39-42). It embraces the essential elements of the program, with time allotted for discussing the goals and objectives of the program with effective techniques to achieve these ends. Knowledge of the training will enable the administrator and coordinator to answer pertinent questions regarding training when they are choosing personnel. (pp. 15 & 39)

Parent and Student Awareness

Several strategies are suggested to make students and parents aware of the program and its purpose, before the students are scheduled:

a. Student Assembly for 8th graders explaining the program
b. Press releases giving an overview of the program
c. Newsletters to parents of eighth graders
d. Overview of program at P.T.A. meeting
e. Discussion of program with parent and child at scheduling time

Program Size and Student Selection

The number of students to be enrolled in the first year of the program depends upon district needs, size, and availability of funds. WORK-ED may be implemented in only one school with 100 or less ninth graders, or on a district level with 1,000 or more students. This is an administrative decision within a district, to be made before implementation. As long as the ratio of students to teacher remains the same, the quality of the program does not suffer by increase of enrollment. The suggested ratio in the Communication classes is a maximum of 26 students to one teacher and in the Career classes, 13 to 1.

Various criteria may be used in student selection. The WORK-ED program in Hackettstown selected students who did not choose to go on to college or who were "turned off" by school. The rationale for this choice, given in the Foreword, essentially applies to adopter districts, namely, that these students *need* career education even more than their peers since they are prone to terminate their education earlier. Hackettstown still uses this criteria, although the program has been expanded to include other students who choose to enter the program. As of now, more than half of all ninth grade students have selected WORK-ED rather than an alternative course of study; many of these students plan on post secondary education including four year colleges.

Advisory Council

Much thought and planning should be given to the formation of an advisory council since these individuals constitute a major link to the community, an important resource for guest speakers and field trips, and a source of practical advice on implementing and improving the program. The council should be representative of the major component of the community: industry, farming, business, religious groups, education, Board of Education members, minorities, parents, political factions, and media. The council should thus reflect the community containing individuals who can be valuable in gaining community support. The time line in forming an advisory council is:

1. Place articles in the local newspaper to explain the program.
2. Hold initial teacher workshop.
3. Have administrator, coordinator and teachers choose council members.

4. After members accept, publicize their names and their function in a local newspaper.
5. Set up the first meeting.

Ten council members comprise a good group with which to work. Three meetings per year are realistic; a luncheon may be the most effective means of securing full attendance since many of these individuals have full schedules, but all must eat. The senior foods class at Hackettstown is used for this purpose, not only to avoid the expense of costly commercial luncheons but also to secure excellent public relations for the school by giving the council members an opportunity to view the school in progress.

Although the council can be a valuable asset to the program, all final decisions rest with the administrator and the coordinator. (Appendix C pages 43-45 contains sample letter to new Council members with enclosure of program overview.) Page 2 of the overview may be modified to indicate the particular relevance of WORK-ED to the needs of the adopting district.

Chapter III

Resource Specifications and Initial Cost

After the program is implemented, no additional costs are incurred in the following years other than the normal costs included in the yearly school budget for replacement and updating of material.

No additional staff need be hired since the program's thrust is a redirection of existing resources, a curriculum change, a reassignment of staff, and a change of priority for existing funds. Listed below are the essential costs for initial implementation. The prices quoted are based upon the 1975-76 price index for 100 students and 12 teachers.

Materials

ESSENTIAL COSTS	
WORK-ED Colored Slide/Sound Overview (14 min.)	$ 12.00
WORK-ED Curriculum Manual for 12 teachers @ $7.50	90.00
1 WORK-ED Administration Manual	5.50
1 Occupational Exploration Kit Science Research Assoc., Chicago	135.00
100 Kuder Preference Inventory Series (Consumable) Science Research Assoc., Chicago	33.00
100 Blackboards and pins	18.40
Crites Career Maturity Inventory McGraw Hill, New York Complete Battery: (1) Administration Manual 105 Attitude Scale 105 Competency Scale	60.00
100 IBM 1230 Answer Sheets (Consumable)	8.00
Scoring Stencils	2.00
Text for Communication III Introduction Into the World of WORK—McGraw Hill 1 teacher copy 25 student booklets @ $1.95 each	7.95 48.75
If one book is purchased for each student, the cost for texts for 25 students would be:	198.60

Supplementary Materials for Communications	
Palmer Publications (Easton, Penna.)	
Series I, II, III, and IV (400 books)	600.00
Supplemental materials, periodicals, pamphlets, etc. for all teachers	400.00

The cost of A.V. materials should be low and within the usual school budget since most films recommended are free and all others may be rented. In rural areas additional monies should be budgeted for rental of films to supplement field trips which may be difficult to plan due to the location of the district.

TOTAL COST FOR MATERIALS

WORK-ED Sound/Slide Film	$ 12.00
Occupational Exploration Kit	135.00
*Kuder Preference Inventory	51.40
WORK-ED Manuals	105.00
Crites Career Maturity Inventory	70.00
Introduction Into the World of WORK (Text for 25 students and 1 teacher)	206.55
Workbooks	48.75
Palmer Publications (400 books)	600.00
Additional materials for classroom teachers	400.00
TOTAL	$1628.70

*This and the answer sheets from the Crites ($8.00) are the only consumable materials, all other materials are reusable with each class yearly.

If a district has additional funds, there are many supplementary career materials on the market, many of which are listed in the WORK-ED Curriculum Manual for teachers. The products listed above are those that are essential for implementation.

Cost Per Student

Maximum cost for materials—$16.28 per student.

Minimum cost may be much less. Some materials utilized in the Communication courses may be paid for by funds budgeted for the English department since it is a ninth grade English course of study.

The Occupational Exploration Kit, the Kuder and the Crites may be secured under funds appropriated under Title IV for guidance and counseling services. Administrators should check with their own State Department of Education regarding the amount and availability of these funds.

The cost for materials in the first year of the program could range from less than $10 to a maximum of $16 per student. After the first year of the program, there are *no* additional costs in excess of an average school budget allotment for courses of study. In short, it is a program of LOW COST but High Effectiveness.

Staff Training

An outline of the 2 day training program is listed in the appendices. (See page 39).

A full adoption includes training for all teachers and the coordinator in a 2 day workshop and at least one day (day 2) for the administrator responsible for the program.

These training sessions may be held in Hackettstown, NJ, at an adopter site, an Educational Improvement Center, or any mutually agreeable location. Training sessions may be held on two consecutive week days, or preferably a Friday evening and the following Saturday. Whatever choice is made by the adopter, chronological continuity is desirable and essential for out of state adoptions.

Most districts prefer training sessions on days when schools are closed, to avoid the cost of a substitute teacher. Some districts choose to pay their personnel on a stipend basis for time spent at a workshop, which is less expensive than the per diem salary of their staff members. Other districts prefer to have the workshop for their staff on a day when students are not in attendance; thus the cost for the teachers' time is included in their salary as it would be for any teaching day. If this format is used the initial training session would take place the evening before the workshop. Salaries or stipends for teachers vary in accordance with the district policy.

If a stipend of $25.00 per day is paid, the cost to the district is 11 teachers, 1 counselor for 2 days @ $25.00 per diem or $600.00.

Within New Jersey, there is no charge to the adopting district for the services of a trainer.

As of now, no funds have been legislated for training services for out-of-state adopters, but this could change. Out-of-state districts desiring workshops should check with their own state department of education, with those facilitators involved in Title III-IVC, or with the project director in Hackettstown, NJ.

At the present time, out-of-state adoptions would incur the following costs for a trainer: travel, lodging, food, and $100 per day honorarium.

Arrangements for training sessions should be made as far in advance as possible, preferably 2 months, to enable the limited number of trainers to plan their itinerary.

Follow Up Workshop

After WORK-ED has been implemented in a district for several months, a follow up workshop is held for the purpose of facilitating any problems that may have arisen, reinforcing the project goals, and informing the adopter district of new innovations within the curriculum and new materials that may help them. Problems that arise within the first year should be corrected before they become ingrained; for this, the trainer is a valuable asset since he has probably encountered similar problems before. This workshop also provides an excellent opportunity to give the staff some positive reinforcement as well as assistance. Frequently, professionals are so involved in individual objectives that they cannot objectively view or evaluate the overall results of their labors. Even though they may be accomplishing a great deal, they tend to concentrate on the negative rather than the positive aspects.

An ideal time for this follow up session is January through March when students and staff are at a low ebb.

Planning for a follow up workshop is made at the initial training session. There is no charge to school districts within the state of New Jersey for this follow up session.

Adopters who need assistance either before or during implementation of WORK-ED should call or write the project director in Hackettstown. There is no charge for any assistance of this type.

Field Trips

Field trips to local business and industry are important components of the program. A classroom simulation is a poor substitute. Field trips are covered in the chapter on implementation (page 22). This chapter concentrates on the cost of these trips.

In an urban area the students can use mass transit, thereby minimizing the cost. School buses are generally used for transporting larger numbers of students to work sites during those hours when the bus and driver are not in use. Because of their small size, 13 or less, the career classes are an ideal size for trips. A teacher and a parent can easily transport or accompany this small group to a site, whether they are in an urban, suburban or rural area.

The administrator should check with the business manager of his district to ascertain whether such individuals and their passengers are covered by the school's insurance policy. In most districts, these individuals are covered by their own insurance, with the school insurance picking up any claim in excess of the amount.

For field trips, these smaller groups of 13 or less are mostly used because of the minimal to 0 cost involved and industry's preference for smaller groups with which to work.

Rural areas where work sites are not easily accessible may have recourse to additional career films and guest speakers. Many individuals live in a rural area, but commute to their place of business. Such individuals and their companies are usually pleased to cooperate with schools. Most large companies have a public relations department that will supply speakers at no cost.

In Hackettstown, which could best be described as exurban, more remote than suburban, small groups of students went on field trips every six weeks. Larger groups of students, 25 to 100, travelled by bus to large plants, technical schools, and two year colleges on 10 different occasions during the school year.

The number and quality of these trips vary with availability of transportation and the geographic location of the adopter. In most areas, any cost incurred should be within the district budget.

Ongoing Purchasing

Purchasing throughout the year should be minimal since most materials are purchased before the program is implemented. Purchasing and record keeping are the responsibility of the coordinator. The additional $400 or more for supplementary materials, if funds are available, are to be spent equitably by the classroom teacher. The curriculum manual includes for each course description a section on resources which lists those materials helpful in teaching the course of study. Many of these are free and all are low cost.

Some material resources are necessary for successful program implementation but the emphasis in WORK-ED is on the wealth of available human resources within the school and the community which should be utilized fully. Successful implementation will depend heavily on utilization of these human resources.

Chapter IV

IMPLEMENTATION

Scheduling

The coordinator and each teacher should receive a copy of the master schedule and a list of the students included in each group, for attendance and grading purposes. (For sample schedule, see pages 46-47). It is the coordinator's responsibility to update the master schedule for student additions or deletions during the year and to inform the teachers of these changes.

Once students are placed in a group they should not be changed after the first week, since each group is scheduled throughout the year for a specific class. A change of group would necessitate the student's repeating some segments of the program and missing others. During the *first week* of the program, the coordinator should check with the staff to determine if any students require a change because of personality clashes with other students. A change at this time is not detrimental to the student and may well be beneficial for the balance of the year. Rescheduling at this early date avoids the potential of one group becoming "the deadly dozen".

Class Size

The Communication classes should comprise 20 to 25 students and the Career classes 10 to 13 students or one-half of a Communication class. Thus, for 100 students, there are 4 teachers of Communications and 8 Career teachers. Each of the 100 students attends one class daily in Communications and one class daily in Careers so that by the end of the school year each student will have been cycled through 4 Communications classes and 8 Career classes. The smaller size of the Career classes is necessary because of the "hands-on" aspect of the course.

Course Time Line

Each course of study described in the Curriculum Manual is designed for a 40 minute class meeting 5 days weekly. An average Communication class is taught to the same group of 25 students for 45 days, or 1/4 of the year. A Career class is taught to 12 or 13 students, one half of a Communication class, for 22 or 23 days or 1/8 of the school year.

Daily Time Slot

It is advantageous to schedule WORK-ED classes consecutively, a Communications class followed by a Career class. This scheduling provides a larger block of time for field trips, speakers, or assemblies without disrupting the master schedule of the entire school.

In an 8 period day, Hackettstown uses the last two periods of the day for the program: period 7 for Communications and period 8 for Careers. The "hands-on" aspect and the diversity of the classes keep the students' interest at a time of day when both faculty and students are at a low ebb.

Student Assemblies

Assemblies should be held by the coordinator four times throughout the year for the purpose of reaffirming the goals of the program, informing the students of future field trips and guest speakers, and obtaining feedback from the students. The students themselves can be an excellent barometer of how the program is progressing. What films, guest speakers, did they especially enjoy? What would they like to see, or do more of, in the future? They should be instructed that you do not wish to discuss the personalities of their teachers, but that you do care about what they think of the program in general. Many 9th graders are reluctant to speak in a group; therefore it is helpful to give them paper on which they may write their comments anonymously. This may provoke a few obscene comments but in general it imparts valuable insight into the program's progress.

At the first assembly, an overview of the program should be presented to the students even though they were briefly introduced to it at the time of scheduling. They should be made aware of the fact that they will have 12 different teachers in 12 different areas throughout the year; that individual interest in Career Clusters will vary with the individual; that this varying degree of interest is expected since the purpose of Career classes is to expose them to many careers, all of which they couldn't love; and finally that all students must learn the subject matter taught in Communications.

The students should be informed that the coordinator is the counselor, unless another is designated, whom they can consult regarding any problems encountered within the program or with their future career plans.

Students frequently complain that they already have determined their future career and therefore don't need all the career areas. The answer lies in alerting them to the fact that, though they may well land in their chosen career other careers must be examined as alternatives, since their original choice may be overcrowded, may become obsolete, or may demand greater physical or mental capabilities than they possess. The short period of time spent in each cluster is a persuasive factor for the student who is negative about a particular career cluster.

Credits for Course of Study

Ten credits are allotted for WORK-ED, 5 for Communications and 5 for Careers. Partial credit may be granted for students who fail segments of the program, this procedure is detailed in Chapter V, Evaluation. 115 credits are required for graduation in Hackettstown. Since other areas may differ in their requirements, adjustments in numerical value should be made accordingly.

Staff Meetings

The coordinator should schedule staff meetings at least four times within the year to insure a smoothly functioning program and to encourage communication among staff members. These provide the opportunity to discuss any problems that may arise, indicate future plans for field trips and guest speakers, relate to the staff how the program is progressing. This is an excellent time for the administrator and the coordinator to share with the staff positive feedback on the progress already made, especially since classroom teachers have difficultly in evaluating the strides they are making, and can easily become discouraged without constructive reinforcement.

The end of a marking period provides the best time for faculty meetings, since the coordinator can pass out grading sheets for the students as well as communicate the plans for the next segment of the year. These meetings should be scheduled for approximately 30 minutes and may occur before school, after school, or during an assembly period if another proctor group for the students is available.

Public Relations

The coordinator is responsible for informing the parents and the community of the activities of WORK-ED throughout the year. This is essential not only for the accountability factor, but also for gaining cooperation from the community for field trips and speakers. An article in the local paper revealing that John Doe, plumber, was a guest speaker, or that M & M Company hosted a field trip, is an excellent strategy to obtain more cooperators for the program and to keep existing ones. Pictures of students taking a water sample, using an adding machine, taking blood pressure, viewing a commercial kitchen or press, indicate to the community that their taxes are used in a very practical manner, and that educators are not theorists dwelling in an ivory tower far removed from reality. Sample Public Relations releases are included in the Appendices (pages 50-51).

Attempt to recruit a journalist for your advisory council; solicit the assistance of a multi-media coordinator or a staff member who is an amateur photographer. A clearly-written brief article accompanied by vivid pictures is more apt to be printed than a lengthy erudite article sprinkled with educational jargon.

A periodic newsletter to parents of students in the program informing them of recent highlights and future plans, not only gain and keeps their support, but also provides means for enhancing their relationship with their children. These parents can serve as a great source of guest speakers; because of

their Career diversification, they all have a wealth of information to impart. Newsletters may be sent home with the students, though some will get lost en route. If budget permits, mailing is a more efficient strategy.

Check with your staff to discover which ones are involved in local fraternal organizations. Speaking to these groups opens many doors that would ordinarily be closed. This is an excellent time to present the 14 minute sound/slide film. Your request for their advice, interest, and assistance in the program usually evokes a positive response. Accustomed to educators requesting money for trophies, scholarships, and the like rather than their personal assistance, the groups are usually flattered, and commend your practical efforts with youth.

Guest Speakers and Field Trips

Although the coordinator schedules all field trips and programs and secures many speakers, the teaching staff should be instrumental in supplying names and making initial contacts. The school nurse is in a much better position to contact and secure a lab technician or a respiratory therapist, and the teacher of woodshop can better plan a trip to a local mill or lumber yard than the coordinator who probably has little or no contact with these community individuals. A realistic goal is to secure one guest speaker for each career cluster, every 22 days. This same goal would be applicable to field trips, though this may be more difficult to achieve in a rural area. A substitute for, and a supplement to, these trips would be the scheduling of career films which are detailed in the "Curriculum Manual for Teachers."

Sample letters for field trips and guest speakers are included in the appendices. (pp. 48-50)

Chapter V

EVALUATION

This chapter details both instruments used in evaluating WORK-ED in an adopter district and the results achieved in Hackettstown in 1975.

Grading

Student grades for all 12 courses of study should be indicated by a numerical grade to facilitate averaging for a final grade. This average is computed for each quarterly grade and final grade and may be translated into a letter grade or achievement level, to conform with whichever indicator is used within the school district. These grades must be submitted to the coordinator of the program at the end of each course of study for each group of students, so that they may be posted on a master sheet, averaged, and recorded on report cards at the end of a marking period. If these periods occur quarterly, then, for each marking period, a student will receive three grades: one in Communications and two in Careers. Communication accounts for 1/2 of the student's grade and each Career course for 1/4 of the student's grade. The grades of the two career courses are averaged and are added to the Communication grade, which divided by two comprises the student's recorded grade for WORK-ED for that marking period.

As an alternate, two separate grades may be given: one for Communications (English) and one for Careers, each equal to 5 credits yearly or an amount relative to the cumulative credit required for graduation in the state or district. Both courses of study are considered a major course. Translation of the credit system to the peculiarities of adopter districts can be effected at the training sessions.

Communication Courses

Each teacher grades students by objective testing and subjective evaluations as indicated in the Curriculum Manual. The pre/post Communication test given to all students in September and June is used more as an evaluation tool for the program than as an individual testing device for the student. The post test may be used as a year end test for students and averaged with their quarterly grades to determine an average grade for the year.

Career Courses

Each Career course has its own pre/post test which, combined with daily teacher evaluation, forms the basis for the student's final grade. Sample grading sheets are included in the appendices. (p. 52)

Crites Career Maturity Inventory

All students must be pre and post tested in September and June with the Crites Career Maturity Inventory (CMI), a group test which assesses the student's level of maturity towards careers. The CMI provides two types of measures: the Attitude Scale and the Competence Test. The Attitude Scale elicits the feelings, the subjective reactions, the inclinations of the individual toward a career choice and the world of work. Five attitudinal clusters are surveyed:

1) Involvement in the career choice process
2) Orientation toward work

3) Independence in decision making
4) Preference for career choice factors
5) Conceptions of the career choice process

In contrast, the Competence Test measures the more cognitive variables involved in choosing an occupation. It has five components:

1) Self Appraisal (Part 1: Knowing Yourself)
2) Occupational Information (Part 2: Knowing About Jobs)
3) Goal Selection (Part 3: Choosing A Job)
4) Planning (Part 4: Looking Ahead)
5) Problem Solving (Part 5: What Should They Do?)

Taken together, the Attitude Scale and the Competence Test provide both an extensive and intensive inventory of the critical behaviors in mature career decision making and development.

Statistical Analysis of Data

Attitude Scale—Reliability, Internal Consistency

The average internal consistency reliability coefficient (.74) is comparable to those of other instruments similar to the Attitude Scale (Super and Crites, 1962). They are also consistent with expectation since the Attitude Scale was designed to measure related but not identical clusters of vocational attitudes.

Stability

For 1,648 subjects in Grades 6 through 12 tested and retested over a one year interval a stability coefficient of .71 was found.

Validity

Content Validity

Evidence for content validity comes from two sources, one logical and the other empirical. The content of items was explicitly deduced from central concepts in career development theory, given conceptual or "literary" definitions and then gathered from relevant instances of verbal vocational behavior.

In a study of the agreement between the empirical scoring key and a "rationally" derived one, Hall (1962) asked ten judges, all practicing psychologists to indicate which they considered to be the more mature response to each item. Of the fifty items in the Attitude Scale the judges had a 74 per cent agreement. As defined by this methodology and as developed substantively, the Attitude Scale would appear to have acceptable content validity.

Criterion Related Validity

The Attitude Scale has been correlated with several so-called criterion variables in a number of different studies.

Bathory (1967) correlated it with the Occupational Aspiration Scale (Miller & Haller, 1964), which is a measure of realism of aspiration. In groups of ninth (N=79) and twelfth (N=58) graders, he obtained r's of .39 ($p < .01$) and .31 (n,s), respectively.

In an investigation of the interrelationships of the Attitude Scale and consistency, decision, and realism in career choice, Hollender (1964) found significant covariation of career attitude maturity with all of these "criterion" variables in a sample of 1,648 males and females in Grades 6 through 12, stratified by quartiles on scholastic aptitude.

Careb (1965) studied the relationship of decisiveness in career choice to the Attitude Scale in a group of 346 male college students and has reported a biserial r of .25 between CM total score and decisions about a career.

Taken "in toto", the accumulated research on the Attitude Scale supports its construct validity: in general, it appears to be related to variables to which, theoretically, it should be related and unrelated to variables to which it should not be related.

Competence Test Reliability

Of the three types of reliability estimated and enumerated in the APA test standards (1966), only internal consistency coefficients are presently available on the Competence Test. The coefficients range from .72 to .90.

Validity Criterion-Related

A necessary, but not sufficient, criterion for many measures of a developmental variable is that it bears a systematic relationship to time (Crites, 1961; Wohwill, 1970).

This condition was built into the Competence Test by selecting only items which were monotonic functions of grade; and it is further substantiated by an analysis of the percentage of overlap in score distributions of the subtests from grade to grade. The percentage of overlap ranges from 33 per cent to 56 per cent, with the median approximately 43 per cent. The relationships of the Competence Test to grade as a criterion of development are about what would be expected theoretically, given the monotonic model and individual differences in career maturity.

Construct Validity

The construct which the parts of the Competence Test were designed to measure is the Career Choice Competencies dimension in the model of career maturity. The variables which comprise this dimension are theoretically interrelated, the hypothesized r's ranging between the .40's and .60's. It follows, therefore, that if the parts are valid measures of this construct, they should be intercorrelated to approximately the same extent. To test this expectation the product moment correlations among the subtests were obtained. The r's range from .25 to .73, but the mean is .54, which is the approximate theoretical expectation. The data appears to be consistent with the construct of career choice competencies which the Competence Test was to measure.

Testing Time

Although this is not a timed test the suggested time allotted for testing is 2 1/2 hours. Both groups of students were allotted this amount of time and all tested completed both the Attitude Scale and the Competency Test during this period.

Hackettstown used this instrument with the following results:

9th GRADE WORK-ED
C.M.I. RESULTS

	SELF -APPRAISAL	*OCCU. INFO.*	*GOAL SELECTION*	*PLANNING*	*PROBLEM SOLVING*	*ATTITUDE SCALE*
			Pre-Test			
Means	9.8	11.2	8.8	8.9	7.7	32.9
			Post-Test			
	11.5	14.1	10.9	10.0	8.3	34.6
			Growth			
	1.7	2.9	2.1	1.1	.6	1.7

Although growth was evidenced in all areas of CMI, significant growth was achieved in areas 2 and 3 of the competency test, Occupational Information and Goal Selection.

TESTING DATA—Crites Career Maturity Inventory

Beginning—End of year comparisons (independent samples) for WORK-ED students.

OCCUPATIONAL INFORMATION

Group	Mean	SD	t	p
Beginning N=38	11.21	Pre 4.36	3.147	P<.01
End N=40	14.10	Post 3.73		

GOAL SELECTION

Group	Mean	SD	t	p
Beginning N=38	8.84	Pre 3.54	2.32	P<.05
End N=40	10.90	Post 4.24		

Evidence that the students showed significant growth in *Occupational Information* (Knowing About Jobs) and *Goal Selection* (Choosing A Job) is indicated by the scores on the CMI, which show an increase of 2.89 and 2.06 respectively over the pre test. These increases are representative of a 40% growth in Occupational Awareness and a 30% growth in Goal Selection.

A test of significance was used to determine whether there was significant growth by the target population in the program objectives measured by the CMI. The mean score of the groups were calculated for pre and post test, the standard deviation and level of confidence (P).

The tests were machine scored by McGraw Hill Company and rechecked by the project staff. The t test of significance was performed by Dr. Ronald Lesher of the N.J. State Department of Education.

No other variable was present that would account for the student's growth in these areas.

Use of this instrument can provide an adopter district with an objective indicator of students' growth in career maturity.

Comprehensive background information on the CMI is given in the "Theory and Research Manual" included in the testing packet from McGraw Hill Company described in Chapter III. (pp. 18-19) No specific training is needed for the administration of this test, and detailed instructions are included in the CMI Administrator's Manual. The administrator and coordinator must provide identical testing conditions for both pre and post testing.

It is not advisable to administer the test at one sitting, but rather to use two consecutive days and two consecutive class periods. The consecutive class scheduling used for the program is ideal for testing purposes.

Student Survey

Evidence that the project students have made career choices is indicated by the results of the student surveys.

STUDENT SURVEY
STUDENT EVALUATION OF PROJECT
(Item Analysis)

QUESTION	*YES*		*NO*		*UNDE-CIDED*	
1. Did you have any future career plans when you were in eighth grade?	42	53.6%	36	45.3%		
2. Do you have any future career plans at this time?	73	93.5%	5	6.4%		
3. Do you like WORK-ED?	71	91.0%	2	2.5%	5	6.4%
4. Has WORK-Ed helped you decide upon a future career cluster or career?	55	70.5%	23	29.4%		
5. Do you know more about careers and the world of work than you did when you were in eighth grade?	76	97.4%	2	2.5%		
6. Have your career plans changed since the eighth grade?	44	56.4%	34	43.5%		
7. Has WORK-ED had any influence on your career plans?	44	56.4%	34	43.5%		
8. Would you advise a friend to take WORK-ED?	73	93.5%	3	3.8%	2	2.5%
9. What was most valuable to you in WORK-ED?						
10. What changes would you make in the course?						

* Significance of student responses related to the project goals.

Career Choice and Goal Selection
Questions 4 and 7 and correlations between questions 1, 2, and 6.

Occupational Information
Question 5

Questions 1 and 2 measured the numbers of students who had career plans at the end of the project compared to the beginning of the project. A growth of 39.9% is indicated, bringing the total from 53.6% to 93.5% who have made career choices.

Question 6 on career change shows significance: 56.4% indicated that their career plans had changed. The same number, 56.4%, answered question 7 in the affirmative, which indicates the influence of the project on the student's career plans.

Question 4 asks the students if the project has helped them decide upon a future career or cluster. 70.5% answered in the affirmative.

The largest affirmative response is to question 5 which asks the student if his knowledge of careers has increased since the eighth grade. 97.4% answered "yes" to this question.

Questions 3 and 8 deal with the student's attitude towards the project. On both questions the affirmative response was over 91.0%.

Questions 9 and 10 were open ended. The responses to these were scattered, but it is significant to note that the largest response to question 9, "What was most valuable in WORK-ED?", was "They had learned more about jobs."

Question 10, asks the students what changes they would make in the course and 29 stated "none," indicating a positive attitude towards the learning experience.

Summary

The purpose of administering this survey to students in adopter districts is not only to evaluate the program's overall effectiveness, but also to obtain valuable feedback from the students for the purpose of future improvement within the program.

Teacher/Counselor Survey

Other supportive evidence of the program's effectiveness, especially in the two areas of occupational information and goal selection, is revealed by the results of the teacher/counselor survey where in *all* 14 of the professionals involved with the students indicate their belief that growth in these two areas has been significant.

Thus, this survey bears a direct correlation with the CMI.

This survey together with the student survey, is used as supportive data for successful implementation within an adopter district.

ITEM ANALYSIS—TEACHER/COUNSELOR SURVEY

	YES	*NO*	*UNDECIDED*
1. As a result of WORK-ED, do you think your students are *actively participating* in the process of making a career choice?	12	2	
2. As a result of WORK-ED, do you think your students have developed more *positive attitudes* towards work and the *values* they place upon work?	12	2	
3. As a result of WORK-ED, do you think your students have developed more *independence* in *decision making* towards the choice of occupation?	12	1	1
4. As a result of WORK-ED, do you think your students have developed a preference for career choice factors in choosing an occupation? Do they consider interest and potential rather than chance or training in the career choice?	14		
5. As a result of WORK-ED, do you think your students have developed more accurate *conceptions* about making a *career choice?*	14		
6. As a result of WORK-ED, do you think your students are more competent in their *self appraisal* regarding their career choices?	11	1	2
*7. As a result of WORK-ED, do you think your students have gained more *occupational information?*	14		
*8. As a result of WORK-ED, do you think that your students are better able to *select* a career goal?	14		
9. As a result of WORK-ED, do you think your students are better able to *plan* for their future career?	12	1	1
10. As a result of WORK-ED, do you think your students are better equipped to solve the *problems* of career selection?	12	1	1

Community Survey

At this time, insufficient data are available for a statistical analysis of the community survey because the returns on these surveys were minimal.

To avoid this failing in the future, the strategy now is to first survey parents when the 9th grader is being scheduled, and to include the post survey with the student's next to the last report card which the student takes home in the spring of the year.

Copies of all surveys are included in the appendices of this manual.

Scheduling of Students for 10th Grade

In the spring of the first year of implementation, all students in the program should be scheduled for their 10th grade courses. At this time, the student should be accountable for his choices in light of his future career choice. The student should be made aware that these choices are his own selection, for which a rationale must be given to the counselor.

In most school districts, parents must sign the student's schedule. On each schedule sent home to parents, a brief rationale for course selection is included (see appendices, page 56).

Communicating Results

All adopter districts must submit the following evaluation data to the project staff in Hackettstown, N.J. (see appendices).

1. Evaluation form
2. Pre and Post test results of Crites Career Maturity Inventory
3. Student Surveys
4. Teacher Surveys

This data will be analyzed in view of the project goals, and the results forwarded to the N. J. Department of Education, Division of Research, Planning and Development.

A compilation of results from all adopter districts will be forwarded to all adopters of WORK-ED, at the end of the first year of implementation.

These results should be communicated to all those individuals involved in the first year of the program: Staff, Board of Education, Advisory Council, Parents, Community and Students.

Chapter VI

CONCLUSION

Preceding chapters have detailed all those steps necessary to make this career education program an integral part of the Curriculum in an adopter district and have also provided the measuring devices for evaluating the program's success. There are additional positive results which, though difficult to measure, are extremely valuable. These may be classified as "spin-offs" of the WORK-ED program.

Spin Offs

An unforeseen effect of the program is an increased interest in career education on the part of *teachers* not originally involved in the program. In the past, staff has viewed with apathy career materials, career days or a career resource center. Now, in Hackettstown, the attitude of some staff members has changed from apathetic to enthusiastic. This may be attributed either to the positive attitude of the project staff, administration and community, or to the new sophistication of the students who now do not hesitate to ask about the relationship of specific courses of study to future careers.

The *community* has developed a more positive attitude towards the school as a whole. They can readily relate to the long range pragmatic goals of the program. Their awareness and participation in the program render them less likely to vote down school budgets. The accountability of the school to the taxpayer is more easily recognized if the goals, objectives and strategies of the school district are specific and pragmatic. The goal that all students plan careers in which they can obtain satisfying and gainful employment is a goal to which all individuals can relate, regardless of geographic location, or socioeconomic status.

Problem-Solving

Although all major objectives and strategies to achieve success have been described in this manual, minor problems may arise because of variables in each adopter district. Such problems that arise during the first year of implementation can usually be resolved by a joint effort of the professionals involved in WORK-ED. The advisory council is a valuable resource for solving these first-year problems.

In addition to a follow up workshop during the first year, the staff at Hackettstown are available for assistance that may be required for specific problems that may arise during implementation. Ask for assistance before a problem becomes ingrained!

This is an exciting program which will require hard work, a re-thinking of goals, and some change in priorities, but the short and long term results will far exceed the expended efforts.

All inquiries should be directed to:

Virginia A. Fraleigh, Director
WORK-ED
Hackettstown High School
Warren Street
Hackettstown, New Jersey 07840
(telephone—(201) 852-2800)

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Appendices

APPENDIX A

Project WORK-ED
(World of Related Knowledge and Educational Development)
Project No. 72-468, Title III—IVC, ESEA
Hackettstown High School
Warren Street, Hackettstown, NJ 07840

Director—Virginia A. Fraleigh (201) 852-2800, ext. 36

Producer/Consumer Agreement

Name _____ Title _____

School _____

Address _____

Phone _____

WORK-ED Agrees to:

1. Provide a two day training workshop in the essential elements of the program to a cadre of teachers and administrators (liaison persons) who will implement the Project in the consumer district.

2. Provide *WORK-ED Curriculum Manuals* to all teachers at the cost of production ($7.50 per manual).

3. Provide at least one day of follow-up consultation per year for the first three years of implementation.

Dates, Sites, and Costs of Training, and Follow-up Consultations

The dates and sites for training and follow-up consultations in New Jersey and other states must be arranged on an individual basis with each consumer district. The training and consultation services of the Project staff are provided *free of charge* to New Jersey consumer districts through ESEA, Title III-IVC funding. Travel expenses of Project staff in New Jersey are also provided through ESEA: Title III-IVC funding. Training programs in other states may be coordinated with the dissemination activities of those states' ESEA, Title III Dissemination Facilitators and/or ESEA, Title III-IVC Coordinators. *All expenses of the Project staff in states other than New Jersey must be borne by the hosts.*

The Consumer District Agrees to:

1. Implement the following components of WORK-ED. (Please check which components you wish to implement in your school district.)

Communications I	_____	Communications III	_____
Communications II	_____	Communications IV	_____

Career Courses

Home Economics	_____	Health Careers	_____
Agriculture	_____	Drafting	_____
Business	_____	Wood Shop	_____
Graphic Arts	_____	Career Guidance	_____

In order to achieve the goals of the program the 4 Communications courses and at least 5 Career courses, including Career Guidance should be implemented in a school district. However, a district may choose to adopt parts of WORK-ED. Each district should evaluate its own needs and contact the WORK-ED staff in Hackettstown to determine what assistance is needed to implement part of the program.

2. Provide the following evaluation data to Hackettstown School District at the end of each school year.

   a. Pre/post test data of all students in the Communication area

   b. Pre/post test data from the Crites Career Maturity Inventory on all students involved in the project

   c. Student and teacher surveys

How many schools will be involved in the program? _____

How many teachers will be involved in this program? _____

How many students will be involved in the program? _____

How would you describe your geographic setting: urban, suburban, ex-urban or rural? _____

_____

When do you wish to implement WORK-ED? _____

Please indicate the name of the Coordinator of the program. _____

Administrator who will be responsible for the program. _____

Signature of Consumer

_____

Signature of Producer
(Project Director)

_____

APPENDIX B

WORK-ED Training Sessions

TIME LINE

The following training sessions could be presented to adopter districts on a Friday afternoon and evening, and the following Saturday or could take place on any two consecutive days.

This continuity is preferable for workshops with adopter districts rather than a fragmented time line.

If the adopter district chooses to train in Hackettstown on days when school is in session, provisions would be made for them to observe WORK-ED classes; however, this is not essential to the training session.

PARTICIPANTS

Adopter Districts Must Send the Following Persons to the 2 Day Training Session:

1) Administrator—Building principal or administrator who will be responsible for monitoring the program. (2nd session only)
2) Coordinator—Guidance Counselor
3) Teachers—involved in teaching WORK-ED
4) Curriculum Coordinator or schedule maker (2nd session only)
5) Board member—optional

Training Program for WORK-ED

SESSION 1

8:30 - 9:00 Registration and coffee, handouts-overview of Program.

900 - 9:30 Introduction to Program.

9:30 - 10:00 WORK-ED film—Overview.

10:00 - 10:30 Outline of workshop and general questions.

10:30 - 11:00 Distribution of Teacher Manuals and introduction to format and content.

11:00 - 12:00 Values Clarification
Rationale for its use in the program and its application to careers.

Values Exercise
a) I.A.L.A.C.
b) "Who Lives, Who Dies"
(Group is split into Triads)
Rationale of group choices—
Purpose—The need for many varied skills in a new society.

12:00 - 1:00 Lunch

1:00 - 1:15 Reiteration of WORK-ED Goals and its relation to values exercises—(Correlation of Values & Career Choice)

1:15 - 2:00 Community Involvement

a) Community survey (parents of 9th graders)
b) Formation of Advisory Council
c) Guest Speakers
d) Field Trips

Teacher input—Each teacher suggests a member for Council and gives rationale.

2:00 - 2:30 *Tasks of Staff*

Administrator— Support of Program and staff

Coordinator— Scheduling of students
Public Relations
Resource Person
Ordering of supplies
Guest Speakers
Field Trips
Turn Key Trainer
Liaison with Administration
Group Guidance Segment of Program

Communication Teachers—Skill proficiency.

Career Teachers—Exposure to Careers.

All Teachers— Instrumental in securing guest speakers and planning field trips.
Evaluation.

2:30 - 2:45 Purpose of staff meetings during the year.

Purpose of follow up consultation by WORK-ED staff to adopter district during the year.

2:45 - 3:15 Questions from the audience and outline of schedule for Session 2.

Time line for Session I if afternoon and evening session is preferred to a day time session.

3:00 - 3:15 Coffee and registration

3:15 - 3:45 Introduction

3:45 - 4:00 Film

4:00 - 4:30 Outline of training sessions

4:30 - 5:00 Manual format and content

5:00 - 6:00 Values

6:00 - 7:00 Dinner

7:00 - 7:30 Relation of Values to Project Goals

7:30 - 8:00 Community Involvement

8:00 - 8:30 Tasks of Staff

8:30 - 9:00 Questions/Answers and outline of next day's activities.

SESSION 2

8:30 - 9:00 Coffee and brief review of Session I.

9:00 - 9:30 Student Evaluation
Record Keeping
Monitoring

9:30 - 10:30 Trainer and Communication Teachers review Curriculum manual.

1) Goal of Communications
2) Evaluation within class
3) Evaluation pre/post test
4) Material—books, pamphlets, films
5) Techniques
6) Departmental meetings throughout the year
7) Resources

9:30 - 10:30 Group interaction of Career teachers regarding manual.

10:30 - 11:30 Trainer and Career Teachers review Curriculum manual.

1) Goal of Careers
2) Evaluation within class
3) Pre/post testing
4) Material—books, pamphlets, films
5) Techniques
6) Meetings throughout the year
7) Resources

10:30 - 11:30 Group interaction of Communication Teachers regarding manual.

11:30 - 12:30 Group discussion/question/answer—Wrap up
(If this session is held in Hackettstown, teachers will view classes from 1:30 to 3:00 p.m.)

12:30 - 1:30 Lunch

P.M. Session—Coordinator & Administrator

1:30 - 2:30 Costing and Monitoring

2:30 - 3:00
1) Scheduling Teachers
2) Scheduling Students
3) Advisory Council, selection & meetings
4) Supplies
5) Record Keeping
6) Field Trips
7) Guest Speakers
8) Public Relations
9) Turn Key Training

3:00 - 3:30 *Evaluation*

1) Crites Maturity Inventory
2) Teacher Survey
3) Student Survey
4) Community Survey
5) Collection & compilation of data
6) Data and forms to be forwarded to Director

3:30 - Question/answer

APPENDIX C

Sample Letter & Overview To Council Members

Dear

Welcome to Hackettstown and to the WORK-ED Advisory Council.

Enclosed is a brief overview of the program, its history and its goals.

We are very proud of our recent validation by the State of New Jersey, which is in essence the state seal of approval given to original programs developed within individual school districts. The program was developed with federal funds for the purpose of testing its effectiveness. Without the assistance of local professionals, such as yourself, we would not have succeeded.

In the future WORK-ED will continue in Hackettstown and will be offered to other school districts throughout New Jersey and eventually throughout other states.

In this program we try to prepare our students for the real world of work rather than to treat school as an unrelated entity. We therefore need those individuals from industry to advise us on all aspects of the program.

As I indicated in our phone conversation, we will have three luncheon meetings per year. I will of course check with you in advance to inform you of the dates and to see if they are compatible with your schedule.

I am very grateful for your acceptance of our invitation and I will look forward to our future meetings.

Sincerely,

Virginia A. Fraleigh
Director, WORK-ED
(World of Related Knowledge and Educational Development)

PROJECT WORK-ED

World of Related Knowledge and Educational Development—Hackettstown

Project WORK-ED is a career-education course of study for 9th graders designed: to make non-college bound students aware of the many careers available; to enable them to evaluate their own interests and abilities with respect to future goals; and to qualify them to make appropriate choices among high school courses in preparation for their careers.

Introduced into the curriculum of Hackettstown High School, in New Jersey, in September of 1974 as *Communications and Careers* with funds provided by the Elementary and Secondary Education Act, Title III-IV-C, the program was developed with a pilot group of 100 students, most of whom had experienced academic, behavioral and attendance problems in elementary school. The rationale for the target population was that success with this group would ensure success with all ninth graders. One year later, in September 1975, project WORK-ED was validated as innovative, successful, cost effective and exportable according to the standard and guidelines of the U.S. Office of Education. It is currently funded for dissemination by ESEA Title III-IV-C, in cooperation with the Division of Research, Planning & Evaluation of the N.J. Department of Education.

Communications and Careers is a daily two-period course *comprising* two major *components*, as implied in the title: an area of *basic skills in communications*, and an area of information and experience in *career clusters*.

The Communications area emphasized *skill proficiency* in teaching communications skills necessary to survive and to succeed in the world of work. The students spend one marking period (one quarter of the year) with each of four English teachers to cover all aspects of communications with emphasis upon four: human values, reading, oral skills, and general writing and practical communication skills. In sum, the communications area details those skills necessary to research, prepare for, obtain, and keep a job.

The second component area of the course stresses *exposure* to eight separate career clusters taught by industrial arts and classroom teachers whose purpose is to make students aware of the varied careers available to them in each area. The more exposure the student experiences, the wider his career choices will be. In groups of 12, to encourage individualization, the 9th graders are cycled through eight career clusters for 22 school days each: Agriculture, Home Economics, Business, Graphic Arts, Health Careers, Drafting, Wood Shop, and Career Guidance. In Career Guidance, the students are made aware of their own interests, abilities and future goals, through testing, group and individual counseling, and career research.

In the other career clusters, activities cover a wide range: the students receive hands-on-experience, go on field trips to various community industrial sites, visit area technical schools available for them to attend part-time or full-time during their high school and post high school years, view career films, and interact with community guest speakers from all career clusters. Pre and post career awareness inventories are conducted in each career cluster.

In its brief period of attempting to help students answer their questions of "Who am I," "Where am I going," the program has effected positive reactions from the school administration, teachers, parents, and most importantly, the students themselves. Evaluation of the program indicates that students find high school more relevant as indicated by: less disruptive behavior, decreased drop-out rate, decrease in vandalism, decreased truancy, and decreased absenteeism.

The 9th grade program is an outgrowth of an on-going program for 11th and 12th grade students started two years earlier with 300 students but not as yet validated. Here, the classroom is extended into the world of work: The students select career areas of interest, observe and participate in their chosen field, work with a cooperating professional in the community who, together with the student, evaluates the student's performance. Thus the student secures a hands-on-experience in a potential career field before embarking upon post high school studies or chosen occupations. The 9th grade program arose from the recognition of the need for earlier decision-making.

Project WORK-ED has great applicability for all ninth graders in a threefold manner: it stresses skill proficiencies needed by students to secure and maintain jobs; it exposes them to careers available in their communities and in the world, many of which would be otherwise unknown to them; and it enhances their own feelings of self-worth in its aspects of values clarification. In addition, the opportunities for work study in the 11th and 12th grades, an extension of this validated component, enable students actually to experience careers in further determination of their life's work.

The project staff has prepared a curriculum manual, administrator's manual and student workbook, available at cost in the fall of 1976. The school will be funded by ESEA Title III-IV-C as a demonstration site where interested educators may see the program in operation and talk to participating students and staff. Training (2 days) and follow-up consultation will be offered free of charge to staffs of adopting districts in New Jersey which must include an administrator, guidance counsellor, and one teacher from each of at least 5 career clusters. Inquiries about the project, its materials, and dissemination services should be directed to the project director:

Virginia A. Fraleigh
Director, WORK-ED
Hackettstown High School
Hackettstown, NJ 07840
(201) 852-2800, ext. 36

APPENDIX D

Sample Master Schedule

WORK-ED 1975-76

Freshman Course—10 Credits

Instructors:

Mrs. Michael	—Communications
Mrs. Uhl	—Communications
Mr. Collins	—Communications
Mr. May	—Communications
Mrs. Bartz	—Home Economics Career Cluster
**Ms. Fraleigh	—Career Guidance
Mrs. Vanderburg	—Health Careers Cluster
Mr. Becker	—Drafting Career Cluster
Mr. DeHaan	—Wood Technology Career Cluster
Mr. Miller	—Agriculture
Mrs. Urko	—Business Careers Cluster
Mr. Price	—Graphic Arts Career Cluster

**Ms. Fraleigh will coordinate the program, with the administration, regarding supplies, trips, etc.

Communications Cluster—Period 7

Each group of students will change teachers at the end of the standard marking period.

Career Clusters—Period 8

Students will change their 8 Career Cluster areas according to this schedule.

1. September 3—October 3
2. October 6—November 5
3. November 6—December 12
4. December 15—January 21
5. January 22—February 20
6. February 23—March 26
7. March 29—May 7
8. May 10—June 9

This calendar provides for marking period breaks along with an attempt to end career clusters at more appropriate times, weekends or holidays.

CAREER CLUSTERS—PERIOD 8

UNITS	1	2	3	4	5	6	7	8
Mr. Becker (E-10)	A_1	D_1	C_1	B_1	A_2	D_2	C_2	B_2
Mr. DeHaan (C-8)	A_2	D_2	C_2	B_2	A_1	D_1	C_1	B_1
Mr. Miller (C-13)	B_1	A_1	D_1	C_1	B_2	A_2	D_2	C_2
Mrs. Bartz (B-12)	B_2	A_2	D_2	C_2	B_1	A_1	D_1	C_1
Mrs. Urko (B20)	C_1	B_1	A_1	D_1	C_2	B_2	A_2	D_2
Mr. Price (B-3)	C_2	B_2	A_2	D_2	C_1	B_1	A_1	D_1
Mrs. Vanderburg (A-2)	D_1	C_1	B_1	A_1	D_2	C_2	B_2	A_2
Ms. Fraleigh (B-22)	D_2	C_2	B_2	A_2	D_1	C_1	B_1	A_1

Each letter indicates student groups of 25. Each numeral with the letter indicates 1/2 of the letter group, 12 or 13 students.

COMMUNICATIONS CLUSTER—PERIOD 7

Marking Periods	*1st*	*2nd*	*3rd*	*4th*
Mrs. Michael	Group A	B	C	D
Mrs. Uhl	B	C	D	A
Mr. Collins	C	D	A	B
Mr. May	D	A	B	C

APPENDIX E

Sample Letters and Field Trips for Guest Speakers

Dear

On Friday, March 26, your staff was kind enough to arrange a field trip for 24 of our students.

I would like to state that it was one of the most valuable trips to date and we, at the high school would like to extend our thanks to you and your staff at this time. Our special thanks to Ms. Janice Blinder for setting it up, your supervisors from individual departments for taking the time to explain to the students the various functions of your paper, and especially to Mr. Orlando DePascale who, with much enthusiasm and expertise, explained the purpose of various departments and escorted us to your plant in Roxbury.

In education we have long realized that a picture is worth a thousand words and to view professionals at work is far more worthwhile than reading about these careers. The students that were on the trip were those interested in journalism and graphics. The feedback from the students was very positive, your staff really "turned them on."

I can well understand why you turn out such a fine newspaper since your staff seems to be dedicated to their professions. As a director of a career program in the high school I have tried to get the message across to the students that a major component of success in a career is enthusiasm. Exposure to your staff has made my job much easier.

Again, my thanks to you and your staff for their time and effort.

Sincerely,

Virginia A. Fraleigh
Director—WORK-ED

Dear

This is a brief note to say thank you to you and your staff for making your facilities available to our students for field trips.

It is a great asset to our students to view what is available to them after high school. College Catalogs are helpful but to see a school in progress is invaluable.

Your school with its wide variety of programs is a great aid in broadening our students' career horizons.

Again, thank you for your time and kindness, it is greatly appreciated.

Sincerely,

Virginia A. Fraleigh
Director—WORK-ED

HACKETTSTOWN HIGH SCHOOL
Warren Street
Hackettstown, New Jersey 07840

Phone (201) 852-2800 Ex. 41

ROBERT LEHR, Principal

WILLIAM F. CASHILL, Director of Pupil Personnel Services

PETER WULLING, Vice Principal

PAUL GRIMM, Student Activities Coordinator

Gentlemen:

As a facet of my school's Career Education Curriculum, I am currently in the process of soliciting informative individuals to discuss with a small group of students their various job demands. Our complex economy offers a myriad of vocational directions one can follow; consequently, this program's aim is to enlighten high school students about those careers. To implement an offering of this type, the business community is obviously needed as a necessary ingredient. It is with this in mind that I would like to, if at all possible, enlist your support.

Simply, the insight you possess concerning careers would be the only necessary resources called for to educate these young people. The presentation of the program (approximately 15 to 40 minutes) about your function or other vocations your company offers would be an invaluable service to my school and its students. Although not necessary, if audiovisual aids, pamphlets, or other materials were available, along with the presentation, they would certainly enrich the program.

Finally, I think you'll agree that this is a worthwhile project and if you wish to participate, please contact me by phone or letter at the above address.

Sincerely,

Paul Grimm,
Student Activities Coordinator

APPENDIX F

Sample Editorials and Press Releases

"Credit Where It's Due"

Considerable attention ought to be directed toward the theory of Hackettstown High School Principal Robert Lehr that the school's WORK-ED program should be credited with declines in dropouts, vandalism, and absenteeism.

If the program continues to enjoy its current success, it should be given a place among the permanent facets of our educational system.

For some time it has been acknowledged that many youths should not go to college, and that many who do go find themselves in the wrong field and waste one or more important and expensive years getting themselves pointed in the right direction. WORK-ED and the related program gives them a chance to try their wings a bit before committing themselves to a direction. It allows for some practical experience at an age at which the youth has little else to go on.

WORK-ED sounded like a good idea when it was started. Thus far, it has lived up to its early promise.

—*Hackettstown Gazette*

Work Education Program Growth Termed Desirable

The advisory council of the state funded pilot program, WORK-ED, met at a luncheon at the high school Oct. 30. In attendance were Mrs. Doris Pulling, H. Alan Painter, Rev. Clarence Sickles, Walter Stuber, William Cashill, Richard Mayer, Roger Middleton and Ms. Virginia Fraleigh.

The growth of the program over the past two years was discussed and the council felt its future continuation and expansion was most desirable.

It was noted some technically oriented students received exposure to future careers on WORK-ED and some freshmen were receiving orientation, many others did not receive training because of the lack of facilities at the high school.

The new course offered to ninth graders, Communications and Careers, allows a student to spend 43 minutes each day in eight different career areas during the year. The English course of study stresses the written and verbal skills necessary to survive and achieve success in the practical world. The future looks good for students because of the shared time offered by Warren Technical School next year. Shared time will consist of interested sophomores and juniors spending one half day at Hackettstown and the other half at a shop area at Tech.

The council wishes to expand the shared time for other grades at the technical school and to offer shop courses during summer months to those students who followed a full time college prep schedule during the school year.

A film viewed by the council, "Decisions, Decisions," stressed the abundance of careers available in the technical field, over 26,000 and the fact that four out of five careers in the 70's would require some technical training.

The luncheon was prepared by the foods class of Mrs. Mary Bartz.

Field Trip

Last week twenty-four students in the Communications and Careers Program visited the corporate training center of New Jersey Bell Telephone in South Plainfield. Management personnel conducted an absorbing tour of all training areas, telephone linemen to the electronics and engineering aspects. A post session of questions and answers was conducted on career opportunities in this medium of communications.

Ms. Virginia Fraleigh, WORK-ED director along with Richard Mayer, job placement coordinator of the Career Resource Center accompanied the group.

By WILLARD N. HACKETT
Staff Writer

HACKETTSTOWN—Hackettstown High School's "WORK-ED" programs are credited as a major factor in decreases seen in dropouts, absenteeism and vandalism, the school board was told last Wednesday night.

Guest Lecturers

On Wednesday, November 28, three guest lecturers will be present in the school library to relate various aspects of their professions. They are Dr. H. Lappin, Ophthalmologist; Mr. Manhire, Optician; and Dr. Friedner, Optometrist.

APPENDIX G

Sample Grading Sheet, Quarterly Report

COMMUNICATIONS AND CAREERS GRADE REPORT

Names	*Communication*	*Career*	*Career*	*Average*

A Superior (93-100)
B Commendable (86-92)
C Average (75-85)
D Passing (70-77)
F Failure
Cr. Credit
N.C. NO CREDIT

Total _____
1. Displays initiative
2. Accepts responsibility
3. Assumes leadership
4. Courteous, cooperative
5. Uses time efficiently
6. Works to capacity
7. Prepares lessons well
8. Seems well adjusted
9. Shows improvement
10. Needs more home study
11. Careless in work
12. Poor test grades
13. Work is incomplete
14. Disobedient
15. Lacks self-control
16. Fails to recite
17. Lacks interest
18. Too frequently absent
19. _____

APPENDIX H
Surveys

EVALUATION SHEET WORK-ED STUDENT SURVEY

1. Did you have any future career plans when you were in eighth grade?
2. Do you have any future career plans at this time?
3. Do you like Communications and Careers?
4. Has Communications and Careers helped you to decide upon a future career cluster or career?
5. Do you know more about careers and the world of work than you did when you were in eighth grade?
6. Have your career plans changed since the eighth grade?
7. Has Communications and Careers had any influence on your career plans?
8. Would you advise a friend to take Communications and Careers?
9. What was most valuable to you in Communications and Careers?
10. What changes do you feel should be made in Communications and Careers?

WORK-ED TEACHER & COUNSELOR QUESTIONNAIRE

ATTITUDE

1. As a result of Work-Ed do you think your students are actively participating in the process of making a career choice?
2. As a result of Work-Ed do you think your students have developed more positive attitudes towards work and the values they place upon work?
3. As a result of Work-Ed do you think that your students have developed more independence in decision making towards the choice of an occupation?
4. As a result of Work-Ed do you think that your students have developed a preference for career choice factors in choosing an occupation? Do they consider interest and potential rather than chance or training in the career choice?
5. As a result of Work-Ed do you think that your students have developed more accurate conceptions about making a career choice?

COMPETENCE

6. As a result of Work-Ed do you think that your students are more competent in their self appraisal regarding their career choices?

7. As a result of Work-Ed do you think that your students have gained more occupational information?

8. As a result of Work-Ed do you think that your students are better able to select a career goal?

9. As a result of Work-Ed do you think that your students are better able to plan for their future career?

10. As a result of Work-Ed do you think that your students are better equipped to solve the problems of career selection?

COMMUNITY SURVEY

1. Do you feel that every student should have the opportunity to analyze pertinent data about himself and about potential occupational fields?
   ( ) Yes ( ) No
2. Many "tools" for career guidance use are available today. Some of these are available in our own district; but there is a feeling that they are not given maximum use because there is no carefully-thought-out plan for their use. Do you agree?
   ( ) Yes ( ) No
3. Do you feel that the career guidance needs of this district's students are being met?
   ( ) Exceptionally well ( ) Fairly well ( ) Presently unsatisfactory
4. Do you think that a student's high school program should be based in part upon his career goal?
   ( ) Yes ( ) No
5. Rank the following career guidance activities (1, 2, 3, etc.) according to how effective you think they would be:

   ____a. Do assigned library reading on whatever career fields interest the student.
   ____b. Listen to a record about a particular occupation.
   ____c. Interview a person who is working in the field of interest at his place of work.
   ____d. Try out an occupation through exploratory (non-paid) work experience.
   ____e. Taking and reviewing the results of aptitude tests.
   ____f. Taking and reviewing the results of interest tests.
   ____g. Having available pamphlets on a variety of occupations.
   ____h. Guest Speakers from various occupations.
   ____i. Exposure to careers by the classroom teacher.

6. At what grade in school should a student become involved in a structured program of career guidance? _____
7. Do you feel that the most effective of these should be incorporated into a plan in which every student would have an opportunity to be exposed to them?
8. Please describe what you feel should be the objective of career guidance:
9. Please make any other comments which will help in the planning for an improved program of career guidance for this district.

**Please utilize other side of survey for answers.

APPENDIX I

Project WORK-ED
(World of Related Knowledge and Educational Development)
Project No. 72-468, Title III-IVC

Adopter Evaluation Form

This form should be filled out by the Administrator directly responsible for the program's implementation.

Name _____ Title _____

School _____

Address _____

Phone _____

1) What components of WORK-ED have you adopted?

2) How many schools were involved in the program? _____

3) How many teachers were involved in the program? _____

4) How many students were involved in the program? _____

5) To what extent do you feel the program was successful? Briefly explain.

6) Did you find any aspect of the program more successful than others? Explain.

7) Will you continue the program in your school next year? _____

8) Do you plan to make any changes in the program next year? _____

9) Additional comments that would be pertinent to the evaluation of WORK-ED in your district that would convey information that would not be indicated in other data that is submitted. (ex.—achievement level of students in program, change of staff, etc.)

10) Please submit the following data to the dissemination site in Hackettstown:

a) Pre/Post student scores in Communication test (see Curriculum Manual)
b) Pre/Post student scores in the Crites Career Maturity Inventory
c) Surveys
   1) student
   2) teacher and counselor

APPENDIX J

SCHEDULING FORM

Dear Parents:

Your son/daughter has chosen the following courses for 10th grade. His/Her tentative career goal is _____. The starred course selections indicate those subjects which are required for your son/daughter to prepare for this future career.

If you have any questions regarding this schedule, please call the high school guidance office between the hours of 8:00 a.m. and 4:00 p.m.

Schedule Sheet HACKETTSTOWN HIGH SCHOOL 1976-77

Name _____ Present Homeroom _____ Entering Grade 10

Sending District Allamuchy Independence Liberty Township

Required Courses:

1. English-
2. U.S. History I-
3. Physical Education-

Fill in electives below:

4. _____ (2nd choice) _____
5. _____ (2nd choice) _____
6. _____ (2nd choice) _____
7. _____ (2nd choice) _____
8. _____ (2nd choice) _____

Student _____ Parent _____

Counselor _____

APPENDIX K

JOB DESCRIPTION FOR PROGRAM COORDINATOR

The Program Coordinator will be a guidance counselor and report to the school administrator who has direct responsibility for all aspects of the program. His/her duties will be:

1. Assist administrator in choice of staff personnel.
2. Assist in scheduling of all students within the program.
3. Teach the Career Guidance segment of the program.
4. Be responsible for all record keeping, including budget.
5. Schedule all field trips, movies, and guest speakers for the program although other staff members are responsible for suggesting, and supplying some sites for trips and names of speakers.
6. Assist the administrator in program evaluation and compilation of data to be forwarded to D.D.
7. Be responsible for all purchasing for the program.
8. Schedule all student assemblies, faculty meetings, and advisory council meetings.